

LABORATORY TEACHERS' RESPONSES INDICATING
OPPORTUNITY PROVIDED FOR YOUNG
CHILDREN'S INVOLVEMENT IN
SPECIFIC TASKS

By

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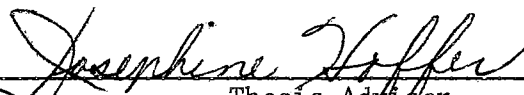
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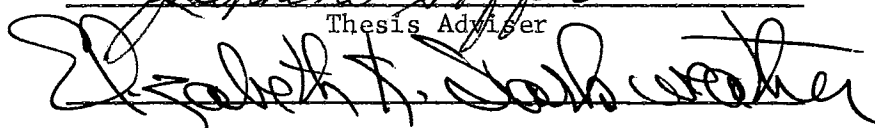
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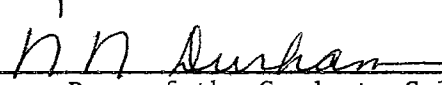
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Thesis Approved:



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CHAPTER I

THE PROBLEM AND ITS IMPORTANCE

This study is concerned with university laboratory teachers' responses concerning the opportunity they provide for the children in their programs to be involved in specific tasks. Participation in real work tasks at the preschool level is thought to be an important means of developing and fostering positive attitudes and feelings about self, work and others by educators in early childhood.

A review of the literature revealed that participating in the process and completion of real work tasks is believed to have several beneficial results for the child. Hendrick (5) provides the most recent and descriptive material concerning the assumed value of providing opportunities for young children in the nursery school to work:

...work gives children a chance to experience the pleasure of genuine, productive achievement--accomplishment for its own sake--and because it is a help to other people as well.

Often work in the nursery school involves doing something that increases the well-being of all. This helping others is satisfying right now and builds later toward service-oriented adults.

...one vital pleasure in work for young children grows out of their passion for imitation of adults.

The experience of success in work can be a great ego strengthener. Every time a child accomplishes something tangible and sees the results turn out reasonably well his image of himself as being a positive, capable person is strengthened. (pp. 375-376)

Several other authors also report benefits of a child's participation in work. Goldsmith (3) suggests that assuming some

responsibility for such tasks as helping to set tables and taking care of a pet gives children "the recognition and feelings of being competent that they so much want." (p. 25) Langford (6) indicates that participation in tasks related to mealtime helps children to "feel important and independent." (p. 223)

Margolin (7) in referring to the specific task of helping the teacher to mix paints states "...the involvement in so important a job is doing a great deal for that child in relation to a self-concept of worth, ability and competence." (p. 79) Referring to tasks in general, Margolin (7) adds:

...The accomplishment of one task invites the willingness to tackle others. With the knowledge that tasks can be accomplished comes the glorious appreciation of oneself and one's abilities, not only in relation to specific tasks which have been done in the past, but also in relation to tasks generally, whether done before or now.
(p. 80)

Criteria for Tasks

In addition to benefits children may derive from involvement in tasks, some writers have made statements that could be useful as a guide for selecting appropriate tasks for young children. Woodcock (14) indicates that in order for positive attitudes to be fostered, the primary prerequisites for a task are that it have relevance to the child's interests and that it be essential; at least, the child must consider it important. She cites companionship during a task as one reason why children might take on a task eagerly.

Harris (4) states that tasks need to arise from the child's "motivational context" if the tasks are to provide growth toward hoped-for attitudes of responsibility.

A publication of the Children's Bureau (15) points out that adults should consider the child's age as well as his individual interests when giving him responsibilities.

Neisser (9) indicates the importance of letting the child accomplish the task in his own way. She also suggests that a task should challenge a child's inventiveness and skill, as well as be an essential task and one that makes sense to the child.

Hendrick (5) suggests criteria for tasks particularly relevant to the nursery school, but equally applicable in the home. The task must be short and able to be finished in one day or preferably less. Children must have real tools with which to work. The adult must have reasonable expectations in order that the children may experience "pleasure in accomplishment, not perfection in performance." Hendrick indicates further her philosophy about how participation in real work promotes positive attitudes toward work by stating that children should have the "privilege of selection and the right of rejection."

Summary of Criteria

From the literature reviewed, the following points were identified as criteria for tasks suitable for young children's participation. Briefly, the literature suggests that a task should relate to the child's interests and should challenge his inventiveness and skill. A task should be real, necessary, short, and able to be finished in less than one day. The adult must have reasonable standards and expectations as well as respect for the child's own way of performing the task. Real tools and companionship with other children and with the teacher are

important elements which contribute to a pleasurable experience and ultimately positive feelings about oneself, concern for others, and work in general.

Definitions

For the purposes of the study, the following terms were defined by the investigator:

Task refers to work or a job for which someone in the program must be responsible.

Opportunity implies that the child is given a choice to do or not to do a particular task.

Involvement refers to partial or total participation in the process of the completion of a task. Involvement does not necessarily mean, but can mean, partial or total responsibility for the completion of the task.

University child development laboratory refers to a nursery school in which university students and parents observe and often participate under the guidance of a professionally trained teacher.

Teacher refers to the adult responsible for the group of children.

Assumptions

This investigation is based on the following assumptions: (1) that young children benefit from being involved in meaningful work tasks; (2) that child development laboratory teachers can and do provide opportunities for children to be involved in tasks occurring in the program; and (3) that these teachers can record accurately their practices related to the provision of such opportunities.

Purpose of the Study

Specifically, the purpose of this study is to determine to what extent university laboratory teachers provide opportunity for children to be involved in specific tasks related to the following areas: (A) the preparation and cleanup of messy materials for creative play; (B) the preparation and service of food; (C) the selection and return of materials and equipment; (D) the care and repair of equipment; (E) routines and the care of the room; and (F) the yard's appearance and safety.

Questions worthy of investigation and related to the purpose of this study are: (1) Does the age of the youngest child in the group influence the number of tasks for which teachers provide opportunity for children's involvement? and (2) Does the ratio of adults to children influence the number of tasks for which teachers provide opportunity for children's involvement?

This study is concerned only with the extent of opportunity teachers provide for children's involvement in specific tasks. The value or importance of any specific tasks is not a part of this study and must not be inferred from the data.

Summary

A review of the literature revealed that a child's participation in appropriate tasks was believed to be important to the development of positive attitudes toward work, self and others. Criteria for determining appropriate tasks were also found. Although there is evidence in the literature that teachers and parents should provide opportunities

for children to be involved in suitable tasks, there is a dearth of material that indicates what laboratory teachers actually do toward this goal. Therefore, the major purpose of this study is to identify the extent to which laboratory teachers provide opportunity for children to be involved in specific tasks.

CHAPTER II

PROCEDURE AND METHOD

To achieve the purpose of this study, three steps were followed: (1) the development of a task checklist; (2) the development of a questionnaire, and (3) the selection of the respondents.

Development of the Task Checklist

There was no available instrument by which the investigator could ascertain the practices of university laboratory school teachers. To develop such an instrument, a list of tasks was formulated from the investigator's experiences in programs for young children, from interviews with persons who had worked with young children and from a review of the literature. When the investigator felt she had identified possible work experiences, 62 tasks were listed in random order and placed on small cards. Four university laboratory teachers were asked to sort these tasks according to the following three categories:

- 1) I feel that the children will learn or gain from being involved in these tasks; therefore, I plan the program to include opportunities for the children to be involved in these tasks as often as they need to be done.
- 2) I feel that the children may or may not learn or gain from being involved in these tasks; therefore, I allow the children to be involved in the tasks if they request involvement or show interest.
- 3) I feel that the children will learn or gain more from being involved in other activities in the program than from being involved in these tasks.

In addition, the teachers were asked to accept or reject each of the tasks or to indicate modifications while considering the following questions: (1) Is the statement of the task clear? (2) Is the task significant? (3) Is the task reasonable for the age group - infancy through six years? and (4) Does the statement refer to only one task? The laboratory teachers were encouraged to add any tasks and to suggest clarifications and revisions. At the teachers' suggestion, two categories were added to make the task checklist more discriminating. The investigator also reworded the categories to avoid statements of value judgment. The guide for the task checklist includes a definition of each category and may be found in Appendix B, p. 37.

On the basis of the four laboratory teachers' responses, the tasks were revised and reduced to 42 in number. A revised list of these 42 tasks was then given to five specialists in early childhood education who were working or had worked in programs for young children. On the basis of these specialists's experience, they suggested additional tasks which could occur in a nursery school situation and would add value to the task checklist. These suggestions brought the total number of tasks to 65. These 65 tasks were then listed in an arbitrarily determined sequential and related order and were placed in groups of five on the task checklist to facilitate checking. (Appendix B, pp. 38-45)

Development of the Questionnaire

The same four university laboratory teachers who had participated in the development of the task checklist were asked to complete a questionnaire designed to provide information about the respondents and their programs. These laboratory teachers' comments and reactions

were used to clarify and condense the questionnaire. The final form may be found in Appendix B, pp. 34-36.

The revised task checklist, questionnaire, and a form letter comprised the materials sent to the laboratory teachers for their responses. (Appendix B, pp. 33-45)

Selection of the Respondents

Laboratory teachers' responsibility is three-fold: to the children in their groups, to the parents of the children, and to the students who observe and participate in their laboratory programs, and since they represent most likely the best trained teachers in the field of early childhood education, only laboratory teachers were selected as respondents in this study. To be included in the study, each respondent had to be the head teacher for at least one group of children. Directors of child development programs were not included in the study. Undergraduate students serving as head teachers as part of a course were not included in the study.

Two professional people in the field of early childhood education assisted the investigator in identifying colleges and universities in which child development laboratories were known or thought to exist. To supplement the list from these two persons, the investigator consulted the Colleges and Universities section of Webster's Dictionary as well as programs and proceedings from the conventions of national and regional organizations concerned with young children. Ninety-nine institutions of higher learning were identified.

The investigator sent a letter to the director of each of the laboratory schools in the 99 identified institutions briefly describing

the proposed project and asking if the director would be willing to distribute the task checklist and questionnaire to the laboratory teachers in his program. The letter was directed personally to those whose names were known. In the event no name was available, the letter was addressed to the "Director of the Child Development Laboratories."

The investigator enclosed with the letter a postal card on which the director could indicate his willingness to cooperate and the number of head teachers in his program who would be willing to participate in the study. (Card design, Appendix A, p. 30)

Seventy-three directors from the 99 institutions indicated willingness to assist in the distribution of the materials; two indicated that they would not be able to participate; and in 19 cases the postal card was not returned. Five of the returned cards indicated that the institution had no child development laboratory. From the 73 responding positively, there were requests for a total of 200 task checklists and questionnaires. The requested number of materials was mailed to the directors who then distributed them to their laboratory teachers.

Of the 200 questionnaires and task checklists sent, 167 were returned to the investigator. Of these, 17 were deleted because they did not comply with the criteria established for the respondents, and 11 were returned after the data had been processed, leaving a final number of 139 respondents.

CHAPTER III

ANALYSIS OF DATA

The purpose of this study was to determine to what extent university laboratory teachers provide opportunity for children to be involved in specific tasks related to the following areas: (A) the preparation and cleanup of messy materials for creative play; (B) the preparation and service of food; (C) the selection and return of materials and equipment; (D) the care and repair of equipment; (E) routines and the care of the room; and (F) the yard's appearance and safety. The responses to all tasks are tabulated and are presented according to these six areas in Tables VIII-XIII, Appendix C, pp. 47-53. To facilitate treatment of the data, tasks from the checklist were regrouped according to the six areas described above.

In addition to the foregoing purpose, the investigator hoped to provide data to answer the following questions: (1) Does the age of the youngest child in the group influence the number of tasks for which teachers provide opportunity for children's involvement? and (2) Does the ratio of adults to children influence the number of tasks for which teachers provide opportunity for children's involvement?

The data were responses of 139 university laboratory teachers indicating the opportunities they provide for children's involvement in 65 specific tasks. The data from the task checklist are presented in

this chapter and in the appendixes in frequency tabulations and percentages.

Description of Respondents

Educational Background

Approximately two-thirds of the respondents had Masters' degrees and of this number more than three-fourths held degrees in child development or early childhood education. All but 15 of the total number of respondents held degrees in fields related to education. A summary of the educational background of the respondents is presented in Table I.

TABLE I
EDUCATIONAL BACKGROUND OF RESPONDENTS
(N = 139)

Major Field	Bachelor	Master	Total
Child Development and Early Childhood Education	17	75	92
Elementary Education	4	4	8
Education	2	4	6
Home Economics and Home Economics Education	14	3	17
Psychology	0	1	1
Other	6	5	11
Not Specified	1	1	4*
TOTAL	44	93	139

*Two respondents who did not indicate a degree but who were head teachers were included in the sample.

Teaching Experience

The data indicate that a majority of the respondents were experienced in the general field of teaching (Table II) and that more than half had at least one year of teaching experience in a nursery school situation. Only 31 respondents indicated that they had one year or more of kindergarten teaching experience. A summary of the respondents' teaching experience in nursery school and kindergarten may be found in Table III.

TABLE II

TOTAL NUMBER OF YEARS TEACHING EXPERIENCE OF RESPONDENTS
(N = 139)

Less Than 1 Year	1 to 2 Years	3 to 5 Years	6 to 8 Years	9 to 14 Years	15 to 44 Years
7	19	50	17	20	26

TABLE III

NURSERY SCHOOL-KINDERGARTEN TEACHING EXPERIENCE OF RESPONDENTS
(N = 139)

Type of Teaching Experience	Less Than 1 Year	1 to 3 Years	4 to 9 Years	10 or More Years
Nursery School	15	55	38	31
Kindergarten	108	22	7	2

Analysis of Responses

In order to give a more pointed view of the tasks for which teachers plan opportunity for children's involvement and the tasks for which teachers never provide opportunity for children's involvement, the data were analyzed in two categories: (1) Always and Occasionally responses, and (2) Never responses. The Always and Occasionally responses were combined and treated as one category because they both would involve some planning on the part of teachers.

Always-Occasionally Responses

There were 18 tasks for which 80 percent or more of the respondents indicated that they always or occasionally provided opportunity for children to be involved. These are listed in Table IV. The largest number of these tasks is found in Area C, Selection and Return of Materials and Equipment.

Never Responses

There were 12 tasks for which at least 33 percent of the respondents indicated that they never provided opportunity for children's involvement. These are listed in Table V. The largest number of these tasks is found in Area D, Care and Repair of Equipment.

TABLE IV

TASKS* BY AREAS AND PERCENT OF RESPONDENTS WHO ALWAYS OR OCCASIONALLY PROVIDE OPPORTUNITY FOR CHILDREN'S INVOLVEMENT

Task Area	Response Category		Total
	Always	Occasionally	
<u>Preparation and Cleanup of Messy Materials for Creative Play</u>			
A-2. Sponge the table after water play.	51	32	83
A-4. Put away water toys after use.	55	32	87
A-7. Mix play dough.	28	56	84
A-10. Put clay scraps into a ball for storage after use.	60	25	85
A-13. Sponge spills on table and floor during art activities.	43	45	88
<u>Preparation and Service of Food</u>			
B-5. Place eating utensils in appropriate receptacles after lunch or juice.	79	8	87
B-9. Serve food and beverage at the table.	50	30	80
<u>Selection and Return of Materials and Equipment</u>			
C-1. Put away dress-up clothes after use.	78	17	95
C-4. Select table toys from a low shelf and return them after use.	83	11	94
C-5. Return books to appropriate rack or shelf.	80	17	97
C-6. Select art materials from a low shelf and return them after use.	65	19	84

*Only tasks for which 80 percent or more of the respondents indicated at least occasional provision of opportunity for children's involvement are represented in this table.

TABLE IV (Continued)

Task Area	<u>Response Category</u>		Total
	Always	Occasionally	
C-7. Select unit blocks and accessories and replace them on appropriate shelves after use.	85	9	94
C-8. Get tricycles and wheel toys from storage area and return them after use and at the close of outdoor play.	71	23	94
C-9. Get sand toys from storage area and return them after use and at the close of outdoor play.	62	27	89
<u>Care and Repair of Equipment</u>			
D-2. Clean house in the house-keeping area.	35	45	80
D-3. Pick up pieces of a spilled table toy and look for lost pieces.	78	19	97
<u>Routines and the Care of the Room</u>			
E-5. Move furniture to make room for special activities.	31	53	84
E-6. Carry simple verbal messages to an adult in another room or area.	19	68	87
<u>Yard's Appearance and Safety</u>			
None			

TABLE V

TASKS* BY AREAS AND PERCENT OF RESPONDENTS WHO NEVER
PROVIDE OPPORTUNITY FOR CHILDREN'S INVOLVEMENT

Task Area	Response Category Never
<u>Preparation and Cleanup of Messy Materials for Creative Play</u>	
A-9. Mix Natural clay from powdered clay and water.	34
<u>Preparation and Service of Food</u>	
B-7. Prepare juice.	35
B-10. Wash the dishes after a cooking or mixing experience.	37
<u>Selection and Return of Materials and Equipment</u>	
None	
<u>Care and Repair of Equipment</u>	
D-4. Wash accessories to unit and hollow blocks.	39
D-5. Wash the blocks.	61
D-6. Wax the blocks.	73
D-7. Sand the blocks.	65
D-9. Repair broken toys or blocks.	37
D-11. Oil tricycles and wagons.	44
<u>Routines and the Care of the Room</u>	
E-2. Clean lockers or child's individual space.	53
E-4. Place chairs on top of tables at the end of the day.	43
E 11. Clean toy and block shelves.	37
<u>Yard's Appearance and Safety</u>	
None	

*Only tasks for which 33 percent or more of the respondents indicated that they never provide opportunity for children's involvement are represented in this table.

Influence of the Age of the Youngest Child in the
Group on Opportunity Provided for Children's
Involvement in Tasks

One of the aims of this study was to answer the question: Does the age of the youngest child in the group influence the number of tasks for which teachers provide opportunity for children's involvement? The complete data related to this specific question may be found in Tables XIV-XIX, Appendix D, pp. 55-61.

Only the respondents who indicated the age of the youngest child in their group were included in this portion of the data analysis. Percentages in these tables are based on the total number of responses in the first four categories for each task, i.e., Always, Occasionally, Upon Child's Request, and Never. Therefore, only those responses which indicated that the task actually occurred in the particular program were included in this analysis.

In Table VI, the number of tasks for which 80 percent or more of the respondents indicated that they always or occasionally provided opportunity for children's involvement has been tabulated according to the age of the youngest child in the group. When the tasks are considered by areas, the age of the youngest child did not appear to make a consistent difference in the number of tasks for which teachers provided opportunity for children's involvement. However, when all areas are considered together, the age of the youngest child did make a difference. In those groups in which the youngest child was less than three years of age, teachers provided opportunity for children to be involved in fewer tasks than did the teachers in the other groups.

TABLE VI

NUMBER OF TASKS BY AREAS FOR WHICH 80 PERCENT OR MORE OF THE
RESPONDENTS INDICATED AT LEAST OCCASIONAL PROVISION OF
OPPORTUNITY FOR CHILDREN'S INVOLVEMENT: LABORATORY
PROGRAMS GROUPED ACCORDING TO THE AGE
OF THE YOUNGEST CHILD IN THE GROUP

(N = 124)

Task Area	Number of Tasks in Area	Age of Youngest Child		
		Below 3:0 (N = 25)	3:0 to 3:11 (N = 78)	4:0 and Above (N = 21)
A. Preparation and Cleanup of Messy Materials for Creative Play	15	4 *	8	5
B. Preparation and Service of Food	10	3	6	6
C. Selection and Return of Materials and Equipment	10	8	9	10
D. Care and Repair of Equipment	13	2	2	2
E. Routines and Care of the Room	11	5	4	7
F. Yard's Appearance and Safety	6	1	1	1
TOTAL	65	23	30	31

* For the specific tasks within each area, see shaded sections in Tables XIV-XIX,
Appendix D, pp. 55-61.

Influence of the Ratio of Adults to Children
on Opportunity Provided for Children's
Involvement in Tasks

Another aim of this study was to answer the question: Does the ratio of adults to children influence the number of tasks for which teachers provide opportunity for children's involvement? The complete data related to this specific question may be found in Tables XX-XXV, Appendix E, pp. 63-69.

For this portion of the data analysis only those respondents whose youngest child in the group was not younger than three years of age were included. Ratios were figured on the basis of the largest number of adults present at any one time compared to the total number of children in the group. For example, if a respondent indicated that there were 16 children in her group and as many as four adults present at any one time, her responses would be compiled in the ratio column which includes the ratio of one adult to every four children.

Percentages in these tables are based on the total number of responses in the first four categories for each task, i.e., Always, Occasionally, Upon Child's Request, and Never. Therefore, only those responses which indicated that the task actually occurred in the particular program were included in this analysis.

In Table VII, the number of tasks for which 80 percent or more of the respondents indicated that they always or occasionally provided opportunity for children's involvement has been tabulated according to the ratio of adults to children. When the tasks are considered by areas, the ratio of adults to children did not appear to make a consistent

difference in the number of tasks for which teachers provided opportunity for children's involvement. However, when all areas are considered together, teachers in groups with large or small ratios of adults to children provided opportunity for children's involvement in more tasks than did teachers in groups with a moderate ratio of adults to children.

TABLE VII

NUMBER OF TASKS BY AREAS FOR WHICH 80 PERCENT OR MORE OF THE
RESPONDENTS INDICATED AT LEAST OCCASIONAL PROVISION OF
OPPORTUNITY FOR CHILDREN'S INVOLVEMENT: LABORATORY
PROGRAMS GROUPED ACCORDING TO THE LARGEST RATIO
OF ADULTS TO CHILDREN AT ANY ONE TIME

(N = 90)

Task Area	Number of Tasks in Area	Ratio of Adults to Children		
		1-2 to 1-7 (N = 57)	1-8 to 1-11* (N = 23)	1-12 and Above (N = 10)
A. Preparation and Cleanup of Messy Materials for Creative Play	15	8**	7	9
B. Preparation and Service of Food	10	7	5	5
C. Selection and Return of Materials and Equipment	10	10	9	10
D. Care and Repair of Equipment	13	2	2	2
E. Routines and Care of the Room	11	6	3	4
F. Yard's Appearance and Safety	6	1	1	1
TOTAL	65	34	27	31

* A ratio of one adult to every 8 to 10 children is a frequently recommended ratio in the child development literature; therefore, the ratio groups were based on this ratio, any ratio above it, and any ratio below it.

** For the specific tasks within each area, see shaded sections in Tables XX-XXV, Appendix E, pp. 63-69.

CHAPTER IV

SUMMARY AND RECOMMENDATIONS

Summary

The purpose of this study was to determine the extent to which university laboratory teachers provide opportunity for children to be involved in specific tasks. Data were also gathered to answer the following questions: (1) Does the age of the youngest child in the group influence the number of tasks for which teachers provide opportunity for children's involvement? and (2) Does the ratio of adults to children influence the number of tasks for which teachers provide opportunity for children's involvement?

A task checklist was devised by which a teacher could indicate her practice concerning each of 65 tasks. The task checklist and a questionnaire were sent to 200 university laboratory teachers in various sections of the United States. The task checklist and questionnaire were completed by 139 respondents and their responses comprised the data for this study.

The results of this study are as follows:

1. There were 18 tasks, seven of which were found in the area of the selection and return of materials and equipment, for which 80 percent or more of the respondents indicated that they always or occasionally provided opportunity for children's involvement.

2. There were 12 tasks, six of which were found in the area of the care and repair of equipment, for which 33 percent or more of the respondents indicated that they never provided opportunity for children's involvement.

3. In those groups in which the youngest child was less than three years of age, teachers provided opportunity for children to be involved in fewer tasks than did the teachers in groups in which the youngest child was three years of age or older.

4. Teachers in groups with large or small ratios of adults to children provided opportunity for children's involvement in more tasks than did teachers in groups with a moderate ratio of adults to children.

Limitations of the Study

1. This study was concerned only with the extent of opportunity teachers provide for children's involvement in specific tasks. The value or importance of any specific tasks was not a part of this study and must not be inferred from the data.

2. The general limitations inherent in any questionnaire in which a common frame of reference cannot be assured are to be found in this study.

3. There was no way of determining if all university laboratory schools were contacted; most likely there are other laboratory schools which should have been included in the study.

Recommendations

1. Extensive study should be carried out to determine what experiences actually contribute to a child's development of responsibility.

2. Further study should be directed toward the identification of teachers' attitudes toward work in the laboratory program and toward involving children in work tasks, since adult attitudes are known to influence children's attitudes and activities.

3. New studies should be initiated in institutions involved in teacher education in early childhood to identify and evaluate experiences provided for students to learn to plan programs that meet the needs of young children in group living.

4. The practices of teachers in non-laboratory schools should be studied, since many of the graduates of teacher-training institutions take positions in non-laboratory schools. The teachers who have children for more hours of the day or from different cultural backgrounds may give different responses than did the rather homogeneous group of teachers included in this study.

5. Teachers should continually reevaluate their practices in order to use most fully the opportunities they have to expose children to beneficial experiences in all aspects of the program, among which should be the opportunity for involvement in meaningful work.

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APPENDIX A


OKLAHOMA STATE UNIVERSITY • STILLWATER

Department of Family Relations & Child Development
Frontier 2-6211, Ext. 6084

74074

December 13, 1967

I am a graduate assistant in the all day laboratory program of the Department of Family Relations and Child Development at Oklahoma State University. As a part of my Master's thesis I am conducting a survey of teachers in university laboratory programs for young children and would like the responses of each of the head teachers in your laboratory program concerning their practices and views related to developing responsibility in young children. No more than forty-five minutes of their time will be needed to respond and materials can be returned anonymously in a provided stamped envelope.

Would you please indicate the number of your laboratory teachers who would be willing to cooperate and your willingness to distribute the sets of materials by completing and returning the enclosed postal card. When I have received your card, I will send you the number of sets you have indicated.

Results of the study will be available to all respondents at the close of the study which should be in the summer of 1968.

Thank you so very much for your cooperation and assistance.

Sincerely yours,

Jane Gould Cornick
Graduate Assistant

Josephine Hoffer, Adviser
Acting Head and Associate Professor
Department of Family Relations and
Child Development

Enclosure

(NAME)

(UNIVERSITY)

(DEPARTMENT)

(CITY)

(STATE)

(ZIP CODE)

PLEASE SEND ME _____ SETS OF MATERIALS.

() WE WILL NOT BE ABLE TO ASSIST YOU WITH YOUR SURVEY.

**OKLAHOMA STATE UNIVERSITY • STILLWATER**

Department of Family Relations & Child Development
Frontier 2-6211, Ext. 6084

74074

February 12, 1968

To the Director:

Thank you for your cooperation in my study of the development of responsibility in young children. Enclosed are the sets of materials you requested. Your help in distributing these sets to your laboratory teachers is certainly appreciated.

I look forward to sharing the results of this study with you and with the participating laboratory teachers.

Very sincerely yours,

Jane Gould Cornick
Jane Gould Cornick
Graduate Assistant

Enclosures

APPENDIX B

**OKLAHOMA STATE UNIVERSITY • STILLWATER**

Department of Family Relations & Child Development
Frontier 2-6211, Ext. 6084

74074

February 12, 1968

Dear Laboratory Teacher:

Recently the director of your program indicated your willingness to cooperate in a survey which I am conducting as a part of my Master's thesis. I am interested in current practices which are related to the development of responsibility in young children. The survey will include approximately seventy laboratory schools throughout the country.

For your part in this survey, I am enclosing the Checklist of Tasks and a Questionnaire which will give me a description of your laboratory school. A self-addressed stamped envelope is also enclosed for your convenience in returning the materials to me at the earliest possible date.

When the study has been completed, possibly by late summer of 1968, copies of the results will be made available to you through the director of your laboratory program.

Thank you for being a respondent to my survey; your cooperation is certainly appreciated.

Sincerely yours,

Jane Gould Cornick

Jane Gould Cornick
Graduate Assistant

Josephine Hoffer

Josephine Hoffer, Adviser
Associate Professor, Acting
Head, Department of Family
Relations and Child Development

Enclosures

QUESTIONNAIRE

1. Present position: _____

2. Educational background:

Degrees received:

B.A. or B.S. _____ Major _____ Year _____

M.A. or M.S. _____ Major _____ Year _____

Ph.D. or Ed.D. _____ Major _____ Year _____

3. Teaching experience: (number of years)

Nursery school: 1-3 _____ 4-9 _____ 10+ _____

Kindergarten: 1-3 _____ 4-9 _____ 10+ _____

Elementary (primary): 1-3 _____ 4-9 _____ 10+ _____

Elementary (intermediate): 1-3 _____ 4-9 _____ 10+ _____

Junior and Senior High: 1-3 _____ 4-9 _____ 10+ _____

College: 1-3 _____ 4-9 _____ 10+ _____

Other: 1-3 _____ 4-9 _____ 10+ _____

Specify: _____

4. Total number of actual years of teaching experience: _____.

5. Administrative experience: (number of years)

1-3 _____ 4-9 _____ 10+ _____

Specify: _____

6. Indicate all types of programs in which you have been involved:

- _____ College laboratory program
 _____ High-School laboratory program
 _____ All-day program
 _____ Public school kindergarten
 _____ Head Start

7. Indicate all items which describe your current laboratory program:

- _____ Morning session
 _____ Afternoon session
 _____ All-day program (in which the same children are present morning and afternoon)
 _____ Noon meal served

8. Indicate the number of days each week and hours each day that your laboratory program is in session:

- _____ Days each week
 _____ Hours each day

9. For how many separate groups of children are you currently responsible? _____

10. How many children are in each group and what was the age range (expressed in years and months) of the children in each group when the program began for these children?

<u>Number</u>	<u>Age Range</u> (expressed in years and months)
_____	_____
_____	_____
_____	_____
_____	_____

11. Indicate the number of adults who participate in your laboratory program and the number of hours each week they participate:

<u>Number</u>	<u>Hours</u> <u>Each Week</u>
_____ Trained teachers (<u>not</u> including yourself)	_____
_____ Graduate student assistants	_____
_____ Undergraduate student assistants (including "student teachers")	_____
_____ Cook	_____
_____ Janitor or Maid	_____
_____ Others	_____

Specify: _____

12. Number of adults directly involved with the children at any one time:

Minimum: _____ Maximum: _____

13. In addition to your laboratory program, indicate any other responsibilities which you regularly perform:

_____ College teaching

_____ High school teaching

_____ Research

_____ Other

Specify: _____

GUIDE FOR CHECKLIST OF TASKS

Tasks in which children may participate in nursery school are described on the attached checklist. For each task, the extent of the children's participation in your particular program can be indicated as follows:

ALWAYS: You always plan opportunities for a child or children to be involved in this task.

Example: In your laboratory program, the children may help with the preparation of lunch every day.

OCCASIONALLY: You occasionally plan opportunities for a child or children to be involved in this task.

Example: In your laboratory program, there may be occasions when the menu includes something which the children may help to prepare.

UPON CHILD'S REQUEST: You allow a child or children to be involved in this task, if they request involvement.

Example: In your laboratory program, when a child shows special interest or asks to help with the preparation of lunch, he may be given this opportunity.

NEVER: You never involve the children in this task.

Example: In your laboratory program, you may serve lunch, but it may not be feasible for a child to participate in its preparation.

DOES NOT APPLY: This task never occurs in your laboratory program.

Example: In your laboratory program, you may not serve lunch and, therefore, this task does not apply.

CHECKLIST OF TASKS

Directions: Put a check mark in one of the columns to indicate your current practice for each task.

Descriptions of Tasks	ALWAYS	OCCASIONALLY	UPON CHILD'S REQUEST	NEVER	DOES NOT APPLY
1. Fill containers for water play activities.					
2. Sponge the table after water play.					
3. Mop water from the floor after water play.					
4. Put away water toys (ex., boats, funnels, etc.) after use.					
5. Place wet towels or rag rugs (perhaps those used under the water play table) in suitable place for drying.					
6. Wash dolls and doll clothes.					
7. Clean house in the housekeeping area (ex., wash dishes or furniture.)					
8. Put away dress-up clothes after use.					
9. Clean the lavatories and/or sinks.					
10. Clean lockers or child's individual space (ex., dust or wash shelves in locker.)					

Descriptions of Tasks	ALWAYS	OCCASIONALLY UPON CHILD'S REQUEST	NEVER	DOES NOT APPLY
11. Mix tempera paints.				
12. Mix play dough (flour, salt, oil, and water mixture.)				
13. Prepare soap paint using egg beaters.				
14. Mix natural clay from powdered clay and water.				
15. Put clay scraps into a ball for storage after use.				
16. Sweep sand from the floor after using the indoor sand box.				
17. Sweep scraps from the floor after art work (ex., clay, paper scraps.)				
18. Sponge spills on table and floor during art activities.				
19. Wash fingerpaint table or trays (ex., at the close of self-selected activity period.)				
20. Wash paint or paste brushes and containers.				

Descriptions of Tasks	ALWAYS	OCCASIONALLY UPON CHILD'S REQUEST	NEVER	DOES NOT APPLY
21. Sponge the tables in preparation for juice or snack.				
22. Get sponge from shelf to clean spills during juice or lunch.				
23. Set tables for lunch (ex., distribute napkins, plates, and silverware.)				
24. Set tables for juice or snack (ex., distribute napkins, glasses, and crackers.)				
25. Place eating utensils in appropriate receptacles after lunch or juice.				
26. Prepare a dish for lunch (ex., jello, cookies, bread and butter sandwiches.)				
27. Prepare juice (ex., mix orange drink.)				
28. Prepare snack (ex., spread crackers with butter; cut cheese or fruits.)				
29. Serve food and beverage at the table (ex., serve own or others' plates; pour juice or milk.)				
30. Wash the dishes after a cooking or mixing experience.				

Descriptions of Tasks	ALWAYS	OCCASIONALLY UPON CHILD'S REQUEST	NEVER	DOES NOT APPLY
31. Push chairs up to the table after use.				
32. Place chairs on top of tables at the end of the day.				
33. Take cot or mat from storage area to usual or designated resting place and return it after rest.				
34. Move furniture to make room for special activities (ex., extra room for block building, story-music groups, dancing.)				
35. Move portable equipment from indoor storage to play yard and return at the close of outdoor play (ex., saw horses, boards.)				
36. Carry simple verbal messages to an adult in another room or area (ex., to another teacher or to the cook.)				
37. Put up bulletin boards using children's art work or pictures.				
38. Water indoor plants.				
39. Care for a pet's housing (ex., clean the hamster's cage; wash the gravel in the aquarium.)				
40. Feed and water pets.				

Descriptions of Tasks	ALWAYS	OCCASIONALLY UPON CHILD'S REQUEST	NEVER	DOES NOT APPLY
41. Select table toys (ex., puzzles, manipulative toys) from a low shelf and return them after use.				
42. Pick up pieces of a spilled table toy and look for lost pieces.				
43. Return books to appropriate rack or shelf.				
44. Select art materials (ex., paper, scissors, paste) from a low shelf and return them after use.				
45. Select unit blocks and accessories and replace them on appropriate shelves after use.				
46. Clean toy and block shelves (ex., dust or wash.)				
47. Wash accessories to unit and hollow blocks (ex., animals, cars, people.)				
48. Wash the blocks.				
49. Wax the blocks.				
50. Sand the blocks.				

Descriptions of Tasks	ALWAYS	OCCASIONALLY UPON CHILD'S REQUEST	NEVER	DOES NOT APPLY
51. Care for the books (ex., alert teacher to repairs needed; help with repairs.)				
52. Repair broken toys or blocks.				
53. Repair outdoor equipment (ex., hammer loose nails into boxes.)				
54. Care for the yard (ex., pull weeds from the garden; water the grass or the garden.)				
55. Keep yard free of paper and sharp objects by placing them in an appropriate receptacle.				
56. Get tricycles and wheel toys from storage area and return them after use and at the close of outdoor play.				
57. Oil tricycles and wagons.				
58. Wash tricycles and other wheel toys.				
59. Sweep sidewalk or wheel-toy area.				
60. Clear sidewalks of snow or ice (ex., shovel snow; sprinkle salt or sand on walks.)				

Descriptions of Tasks	ALWAYS	OCCASIONALLY UPON CHILD'S REQUEST	NEVER	DOES NOT APPLY
61. Get sand toys from storage area and return them after use and at the close of outdoor play.				
62. Get and put away woodworking materials (ex., tools, wood, nails.)				
63. Dry yard equipment after rain (ex., swing seats, slides, boards.)				
64. Fill holes in the yard with dirt.				
65. Place balancing boards (planks) off the ground at the end of the day.				

If there are other tasks in your laboratory program in which you involve the children, please add them in the spaces provided on the following page. Be sure to put a check mark in one of the columns to indicate your current practice for each task.

Descriptions of Tasks	ALWAYS	OCCASIONALLY	UPON CHILD'S REQUEST	NEVER	DOES NOT APPLY
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					

APPENDIX C

TABLE VIII

TOTAL RESPONSES INDICATING OPPORTUNITY PROVIDED FOR CHILDREN'S INVOLVEMENT IN TASKS RELATED TO
THE PREPARATION AND CLEANUP OF MESSY MATERIALS FOR CREATIVE PLAY (AREA A)

(N = 139)

Descriptions of Tasks	Opportunity Provided for Children's Involvement											
	Always		Occasionally		Upon Child's Request		Never		Does Not Apply		No Answer	
	F	%	F	%	F	%	F	%	F	%	F	%
A-1. Fill containers for water play activities.	53	38	53	38	21	15	8	6	3	2	1	1
A-2. Sponge the table after water play.	71	51	44	32	12	9	3	2	9	6	0	0
A-3. Mop water from the floor after water play.	65	47	45	32	22	16	2	1	5	4	0	0
A-4. Put away water toys (ex., boats, funnels, etc.) after use.	77	55	45	32	9	6	6	4	1	1	1	1
A-5. Place wet towels or rag rugs (perhaps those used under the water play table) in suitable place for drying.	32	23	48	35	15	11	15	11	28	20	1	1
A-6. Mix tempera paints.	10	7	55	40	33	24	34	24	5	4	2	1
A-7. Mix play dough (flour, salt, oil, and water mixture.)	39	28	78	56	7	5	13	9	1	1	1	1

Note: Percentages have been rounded to the nearest whole number; in some cases totals may not equal 100%.

TABLE VIII (Continued)

Descriptions of Tasks		Opportunity Provided for Children's Involvement											
		Always		Occasionally		Upon Child's Request		Never		Does Not Apply		No Answer	
		F	%	F	%	F	%	F	%	F	%	F	%
A-8.	Prepare soap paint using egg beaters.	20	14	79	57	13	9	17	12	9	6	1	1
A-9.	Mix natural clay from powdered clay and water.	2	1	26	19	11	8	47	34	50	36	3	2
A-10.	Put clay scraps into a ball for storage after use.	84	60	35	25	6	4	5	4	7	5	2	1
A-11.	Sweep sand from the floor after using the indoor sand box.	23	17	19	14	6	4	5	4	84	60	2	1
A-12.	Sweep scraps from the floor after art work (ex., clay, paper scraps.)	35	25	50	36	30	22	20	14	2	1	2	1
A-13.	Sponge spills on table and floor during art activities.	60	43	63	45	13	9	2	1	0	0	1	1
A-14.	Wash fingerpaint table or trays (ex., at the close of self-selected activity period.)	58	42	42	30	24	17	11	8	2	1	2	1
A-15.	Wash paint or paste brushes and containers.	25	18	38	27	45	32	25	18	3	2	3	2

TABLE IX

TOTAL RESPONSES INDICATING OPPORTUNITY PROVIDED FOR CHILDREN'S INVOLVEMENT IN TASKS RELATED TO
THE PREPARATION AND SERVICE OF FOOD (AREA B)

(N = 139)

Descriptions of Tasks		Opportunity Provided for Children's Involvement											
		Always		Occasionally		Upon Child's Request		Never		Does Not Apply		No Answer	
		F	%	F	%	F	%	F	%	F	%	F	%
B-1.	Sponge the tables in preparation for juice or snack.	37	27	53	38	19	14	13	9	12	9	5	4
B-2.	Get sponge from shelf to clean spills during juice or lunch.	72	52	37	27	11	8	6	4	8	6	5	4
B-3.	Set tables for lunch (ex., distribute napkins, plates, and silverware.)	14	10	14	10	9	6	12	9	83	60	7	5
B-4.	Set tables for juice or snack (ex., distribute napkins, glasses, and crackers.)	57	41	44	32	15	11	8	6	10	7	5	4
B-5.	Place eating utensils in appropriate receptacles after lunch or juice.	110	79	11	8	3	2	3	2	7	5	5	4
B-6.	Prepare a dish for lunch (ex., jello, cookies, bread and butter sandwiches.)	9	6	50	36	2	1	13	9	60	43	5	4
B-7.	Prepare juice (ex., mix orange drink.)	9	6	48	35	7	5	49	35	21	15	5	4
B-8.	Prepare snack (ex., spread crackers with butter; cut cheese or fruits.)	10	7	86	62	4	3	19	14	14	10	6	4
B-9.	Serve food and beverage at the table (ex., serve own or others' plates; pour juice or milk.)	70	50	41	30	3	2	10	7	10	7	5	4
B-10.	Wash the dishes after a cooking or mixing experience.	12	9	46	33	17	12	51	37	8	6	5	4

Note: Percentages have been rounded to the nearest whole number; in some cases totals may not equal 100%.

TABLE X

TOTAL RESPONSES INDICATING OPPORTUNITY PROVIDED FOR CHILDREN'S INVOLVEMENT IN TASKS RELATED TO THE
SELECTION AND RETURN OF MATERIALS AND EQUIPMENT (AREA C)

(N = 139)

Descriptions of Tasks		Opportunity Provided for Children's Involvement											
		Always		Occasionally		Upon Child's Request		Never		Does Not Apply		No Answer	
		F	%	F	%	F	%	F	%	F	%	F	%
C-1.	Put away dress-up clothes after use.	109	78	24	17	3	2	2	1	1	1	0	0
C-2.	Take cot or mat from storage area to usual or designated resting place and return it after rest.	51	37	11	8	1	1	4	3	69	50	3	2
C-3.	Move portable equipment from indoor storage to play yard and return at the close of outdoor play (ex., saw horses, boards.)	53	38	49	35	9	6	8	6	18	13	2	1
C-4.	Select table toys (ex., puzzles, manipulative toys) from a low shelf and return them after use.	116	83	15	11	2	1	0	0	1	1	5	4
C-5.	Return books to appropriate rack or shelf.	111	80	23	17	0	0	0	0	0	0	5	4
C-6.	Select art materials (ex., paper, scissors, paste) from a low shelf and return them after use.	90	65	27	19	8	6	5	4	3	2	6	4
C-7.	Select unit blocks and accessories and replace them on appropriate shelves after use.	118	85	13	9	2	1	0	0	0	0	6	4
C-8.	Get tricycles and wheel toys from storage area and return them after use and at the close of outdoor play.	98	71	32	23	0	0	2	1	6	4	1	1
C-9.	Get sand toys from storage area and return them after use and at the close of outdoor play.	86	62	37	27	3	2	4	3	8	6	1	1
C-10.	Get and put away woodworking materials (ex., tools, wood, nails.)	60	43	48	35	12	9	9	6	7	5	3	2

Note: Percentages have been rounded to the nearest whole number; in some cases totals may not equal 100%.

TABLE XI

TOTAL RESPONSES INDICATING OPPORTUNITY PROVIDED FOR CHILDREN'S INVOLVEMENT IN TASKS RELATED TO
THE CARE AND REPAIR OF EQUIPMENT (AREA D)

(N = 139)

Descriptions of Tasks	Opportunity Provided for Children's Involvement											
	Always		Occasionally		Upon Child's Request		Never		Does Not Apply		No Answer	
	F	%	F	%	F	%	F	%	F	%	F	%
D-1. Wash dolls and doll clothes.	35	25	67	48	23	17	14	10	0	0	0	0
D-2. Clean house in the housekeeping area (ex., wash dishes or furniture.)	48	35	63	45	18	13	9	6	0	0	1	1
D-3. Pick up pieces of a spilled table toy and look for lost pieces.	108	78	26	19	0	0	0	0	0	0	5	4
D-4. Wash accessories to unit and hollow blocks (ex., animals, cars, people.)	7	5	42	30	26	19	54	39	4	3	6	4
D-5. Wash the blocks.	4	3	22	16	14	10	85	61	8	6	6	4
D-6. Wax the blocks.	0	0	7	5	6	4	101	73	18	13	7	5
D-7. Sand the blocks.	1	1	15	11	10	7	91	65	16	12	6	4
D-8. Care for the books (ex., alert teacher to repairs needed; help with repairs.)	21	15	54	39	24	17	37	27	2	1	1	1
D-9. Repair broken toys or blocks.	5	4	55	40	22	16	51	37	5	4	1	1
D-10. Repair outdoor equipment (ex., hammer loose nails into boxes.)	13	9	65	47	18	13	39	28	3	2	1	1
D-11. Oil tricycles and wagons.	3	2	51	37	17	12	61	44	6	4	1	1
D-12. Wash tricycles and other wheel toys.	6	4	67	48	17	12	41	30	7	5	1	1
D-13. Place balancing boards (planks) off the ground at the end of the day.	30	22	41	30	5	4	28	20	31	22	4	3

Note: Percentages have been rounded to the nearest whole number; in some cases totals may not equal 100%.

TABLE XII

TOTAL RESPONSES INDICATING OPPORTUNITY PROVIDED FOR CHILDREN'S INVOLVEMENT IN TASKS RELATED TO
ROUTINES AND THE CARE OF THE ROOM (AREA E)

(N = 139)

Opportunity Provided for Children's Involvement													
Descriptions of Tasks		Always		Occasionally		Upon Child's Request		Never		Does Not Apply		No Answer	
		F	%	F	%	F	%	F	%	F	%	F	%
E-1.	Clean the lavatories and/or sinks.	13	9	44	32	48	35	32	23	2	1	0	0
E-2.	Clean lockers or child's individual space (ex., dust or wash shelves in locker.)	5	4	28	20	26	19	73	53	6	4	1	1
E-3.	Push chairs up to the table after use.	50	36	59	42	11	8	15	11	2	1	2	1
E-4.	Place chairs on top of tables at the end of the day.	6	4	6	4	7	5	60	43	58	42	2	1
E-5.	Move furniture to make room for special activities (ex., extra room for block building, story-music groups, dancing.)	43	31	74	53	13	9	3	2	4	3	2	1
E-6.	Carry simple verbal messages to an adult in another room or area (ex., to another teacher or to the cook.)	27	19	95	68	3	2	7	5	5	4	2	1
E-7.	Put up bulletin boards using children's art work or pictures.	35	25	66	47	17	12	14	10	5	4	2	1
E-8.	Water indoor plants.	33	24	74	53	14	10	4	3	12	9	2	1
E-9.	Care for a pet's housing (ex., clean the hamster's cage; wash the gravel in the aquarium.)	29	21	55	40	13	9	15	11	25	18	2	1
E-10	Feed and water pets.	51	37	53	38	9	6	3	2	21	15	2	1
E-11.	Clean toy and block shelves (ex., dust or wash.)	10	7	37	27	32	23	51	37	3	2	6	4

Note: Percentages have been rounded to the nearest whole number; in some cases totals may not equal 100%.

TABLE XIII

TOTAL RESPONSES INDICATING OPPORTUNITY PROVIDED FOR CHILDREN'S INVOLVEMENT IN TASKS RELATED TO
THE YARD'S APPEARANCE AND SAFETY (AREA F)

(N = 139)

Opportunity Provided for Children's Involvement													
Descriptions of Tasks		Always		Occasionally		Upon Child's Request		Never		Does Not Apply		No Answer	
		F	%	F	%	F	%	F	%	F	%	F	%
F-1.	Care for the yard (ex., pull weeds from the garden; water the grass or the garden.)	15	11	60	43	15	11	27	19	19	14	3	2
F-2.	Keep yard free of paper and sharp objects by placing them in an appropriate recepticle.	52	37	56	40	8	6	9	6	11	8	3	2
F-3.	Sweep sidewalk or wheel-toy area.	16	12	67	48	19	14	29	21	6	4	2	1
F-4.	Clear sidewalks of snow or ice (ex., shovel snow; sprinkle salt or sand on walks.)	6	4	35	25	13	9	34	24	49	35	2	1
F-5.	Dry yard equipment after rain (ex., swing seats, slides, boards.)	13	9	57	41	18	13	33	24	15	11	3	2
F-6.	Fill holes in the yard with dirt.	16	12	53	38	17	12	29	21	21	15	3	2

Note: Percentages have been rounded to the nearest whole number; in some cases totals may not equal 100%.

APPENDIX D

TABLE XIV

RESPONSES INDICATING OPPORTUNITY PROVIDED FOR CHILDREN'S INVOLVEMENT IN TASKS RELATED TO THE PREPARATION AND CLEANUP OF MESSY MATERIALS FOR CREATIVE PLAY (AREA A): LABORATORY PROGRAMS GROUPED ACCORDING TO THE AGE OF THE YOUNGEST CHILD IN THE GROUP

(N = 124)

Descriptions of Tasks	Age of Youngest Child																							
	Below 3:0 (N = 25)								3:0 to 3:11 (N = 78)								4:0 and Above (N = 21)							
	Opportunity Provided for Children's Involvement																							
	A		O		U		Ne		A		O		U		Ne		A		O		U		Ne	
	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%
A-1. Fill containers for water play activities.	9	38	7	29	6	25	2	8	28	37	36	47	9	12	3	4	10	50	5	25	3	15	2	10
A-2. Sponge the table after water play.	7	30	9	39	6	26	1	4	42	56	28	37	5	7	0	0	14	74	4	21	0	0	1	5
A-3. Mop water from the floor after water play.	10	43	3	13	9	39	1	4	34	44	33	43	10	13	0	0	13	65	6	30	0	0	1	5
A-4. Put away water toys (ex., boats, funnels, etc.) after use.	12	48	9	36	3	12	1	4	40	53	29	38	4	5	3	4	12	57	6	29	2	10	1	5
A-5. Place wet towels or rag rugs (perhaps those used under the water play table) in suitable place for drying.	5	28	5	28	5	28	3	17	18	27	31	47	9	14	8	12	6	38	6	38	1	6	3	19
A-6. Mix tempera paints.	0	0	9	36	9	36	7	28	8	11	35	48	14	19	16	22	2	10	4	20	7	35	7	35
A-7. Mix play dough (flour, salt, oil, and water mixture.)	6	24	14	56	1	4	4	16	26	33	46	59	2	3	4	5	4	19	11	52	2	10	4	19

A: Always; O: Occasionally; U: Upon Child's Request; Ne: Never

Explanation for Tables XIV-XIX, Appendix D: The number (N) for each age group is the total number of teachers who indicated that the age of the youngest child in their respective programs was within the given age range for that group. Because each task did not apply in every program and because several teachers did not indicate a response for some tasks, the frequencies for each task may not total the given N for the group. Percentages are based on the total frequencies within each group for each task and have been rounded to the nearest whole number; in some cases totals may not equal 100%.

TABLE XIV (Continued)

Descriptions of Tasks	Age of Youngest Child																							
	Below 3:0 (N = 25)								3:0 to 3:11 (N = 78)								4:0 and Above (N = 21)							
	Opportunity Provided for Children's Involvement																							
	A		O		U		Ne		A		O		U		Ne		A		O		U		Ne	
	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%
A-8. Prepare soap paint using egg beaters.	4	16	14	56	2	8	5	20	11	15	47	66	7	10	6	8	3	14	12	57	3	14	3	14
A-9. Mix natural clay from powdered clay and water.	0	0	4	25	3	19	9	56	2	4	18	39	4	9	22	48	0	0	3	20	2	13	10	67
A-10. Put clay scraps into a ball for storage after use.	16	73	4	18	2	9	0	0	43	58	26	35	2	3	3	4	15	71	3	14	1	5	2	10
A-11. Sweep sand from the floor after using the indoor sand box.	2	22	5	56	2	22	0	0	15	39	11	37	2	7	2	7	2	29	2	29	0	0	3	43
A-12. Sweep scraps from the floor after art work (ex., clay, paper scraps.)	6	26	5	22	7	30	5	22	17	22	34	44	15	19	11	14	8	38	6	29	4	19	3	14
A-13. Spongé spills on table and floor during art activities.	9	36	11	44	4	16	1	4	33	42	36	46	8	10	1	1	11	52	9	43	1	5	0	0
A-14. Wash fingerpaint table or trays (ex., at the close of self-selected activity period.)	9	41	4	18	9	41	0	0	29	37	30	38	10	13	9	12	13	62	3	14	4	19	1	5
A-15. Wash paint or paste brushes and containers.	3	13	5	22	9	39	6	26	12	16	26	34	24	32	14	18	7	33	4	19	6	29	4	19

TABLE XV

RESPONSES INDICATING OPPORTUNITY PROVIDED FOR CHILDREN'S INVOLVEMENT IN TASKS RELATED TO
THE PREPARATION AND SERVICE OF FOOD (AREA B): LABORATORY PROGRAMS GROUPED
ACCORDING TO THE AGE OF THE YOUNGEST CHILD IN THE GROUP

(N = 124)

Descriptions of Tasks	Age of Youngest Child																							
	Below 3:0 (N = 25)								3:0 to 3:11 (N = 78)								4:0 and Above (N = 21)							
	Opportunity Provided for Children's Involvement																							
	A F	O %	U F	Ne %	A F	O %	U F	Ne %	A F	O %	U F	Ne %	A F	O %	U F	Ne %								
B-1. Sponge the tables in preparation for juice or snack.	10	40	6	24	4	16	5	20	21	30	33	46	11	15	6	8	5	31	6	38	3	19	2	13
B-2. Get sponge from shelf to clean spills during juice or lunch.	8	33	10	42	3	13	3	13	39	54	22	31	8	11	3	4	16	94	1	6	0	0	0	0
B-3. Set tables for lunch (ex., distribute napkins, plates, and silverware.)	3	23	2	15	2	15	6	46	8	35	8	35	4	17	3	13	3	60	1	20	1	20	0	0
B-4. Set tables for juice or snack (ex., distribute napkins, glasses, and crackers.)	10	43	6	26	3	13	4	17	31	43	31	43	8	11	2	3	11	65	4	24	1	6	1	6
B-5. Place eating utensils in appropriate receptacles after lunch or juice.	19	76	3	12	1	4	2	8	62	89	7	10	1	1	0	0	17	94	0	0	1	6	0	0
B-6. Prepare a dish for lunch (ex., jello, cookies, bread and butter sandwiches.)	1	7	10	71	0	0	3	21	7	17	27	56	1	2	6	15	0	0	9	90	0	0	1	10
B-7. Prepare juice (ex., mix orange drink.)	0	0	11	48	1	4	11	48	9	14	24	38	2	3	29	45	0	0	6	46	2	15	5	38
B-8. Prepare snack (ex., spread crackers with butter; cut cheese or fruits.)	1	5	17	77	0	0	4	18	8	12	48	73	2	3	8	12	0	0	12	71	0	0	5	29
B-9. Serve food and beverage at the table (ex., serve own or others' plates; pour juice or milk.)	14	56	6	24	0	0	5	20	36	51	29	41	2	3	3	4	11	69	3	19	0	0	2	13
B-10. Wash the dishes after a cooking or mixing experience.	4	17	9	38	1	4	10	42	7	10	26	36	11	15	29	40	1	7	6	40	4	27	4	27

A: Always; O: Occasionally; U: Upon Child's Request; Ne: Never

TABLE XVI

RESPONSES INDICATING OPPORTUNITY PROVIDED FOR CHILDREN'S INVOLVEMENT IN TASKS RELATED TO
THE SELECTION AND RETURN OF MATERIALS AND EQUIPMENT (AREA C): LABORATORY PROGRAMS
GROUPED ACCORDING TO THE AGE OF THE YOUNGEST CHILD IN THE GROUP

(N = 124)

Descriptions of Tasks	Age of Youngest Child																							
	Below 3:0 (N = 25)								3:0 to 3:11 (N = 78)								4:0 and Above (N = 21)							
	Opportunity Provided for Children's Involvement																							
	A		O		U		Ne		A		O		U		Ne		A		O		U		Ne	
	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%
C-1. Put away dress-up clothes after use.	16	67	6	25	1	4	1	4	60	77	15	19	2	3	1	1	18	86	3	14	0	0	0	0
C-2. Take cot or mat from storage area to usual or designated resting place and return it after rest.	9	69	0	0	0	0	4	31	24	77	7	23	0	0	0	0	12	80	3	20	0	0	0	0
C-3. Move portable equipment from indoor storage to play yard and return at the close of outdoor play (ex., saw horses, boards.)	7	32	10	45	2	9	3	14	34	51	24	36	5	7	4	6	8	42	8	42	2	11	1	5
C-4. Select table toys (ex., puzzles, manipulative toys) from a low shelf and return them after use.	22	92	2	8	0	0	0	0	63	85	10	14	1	1	0	0	18	86	2	10	1	5	0	0
C-5. Return books to appropriate rack or shelf.	20	83	4	17	0	0	0	0	61	81	14	19	0	0	0	0	18	86	3	14	0	0	0	0
C-6. Select art materials (ex., paper, scissors, paste) from a low shelf and return them after use.	16	73	4	18	1	5	1	5	49	67	17	23	4	5	3	4	13	62	4	19	3	14	1	5
C-7. Select unit blocks and accessories and replace them on appropriate shelves after use.	20	87	3	13	0	0	0	0	65	87	8	11	2	3	0	0	20	95	1	5	0	0	0	0
C-8. Get tricycles and wheel toys from storage area and return them after use and at the close of outdoor play.	17	68	7	28	0	0	1	4	53	74	18	25	0	0	1	1	16	76	5	24	0	0	0	0
C-9. Get sand toys from storage area and return them after use and at the close of outdoor play.	14	61	8	35	1	4	0	0	44	60	25	34	2	3	2	3	15	75	4	20	0	0	1	5
C-10. Get and put away woodworking materials (ex., tools, wood, nails.)	11	50	7	32	2	9	2	9	27	37	31	42	8	11	7	10	12	60	8	40	0	0	0	0

A: Always; O: Occasionally; U: Upon Child's Request; Ne: Never

TABLE XVII

RESPONSES INDICATING OPPORTUNITY PROVIDED FOR CHILDREN'S INVOLVEMENT IN TASKS RELATED
TO THE CARE AND REPAIR OF EQUIPMENT (AREA D): LABORATORY PROGRAMS GROUPED
ACCORDING TO THE AGE OF THE YOUNGEST CHILD IN THE GROUP

(N = 124)

Descriptions of Tasks	Age of Youngest Child																							
	Below 3:0 (N = 25)								3:0 to 3:11 (N = 78)								4:0 and Above (N = 21)							
	Opportunity Provided for Children's Involvement																							
	A		O		U		Ne		A		O		U		Ne		A		O		U		Ne	
F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	
D-1. Wash dolls and doll clothes.	4	16	16	64	2	8	3	12	23	29	34	44	13	17	8	10	5	24	10	48	4	19	2	10
D-2. Clean house in the housekeeping area (ex. wash dishes or furniture.)	8	32	9	36	5	20	3	12	29	38	36	47	9	12	3	4	7	33	9	43	2	10	3	14
D-3. Pick up pieces of a spilled table toy and look for lost pieces.	18	75	16	64	0	0	0	0	59	79	16	21	0	0	0	0	19	90	2	10	0	0	0	0
D-4. Wash accessories to unit and hollow blocks (ex., animals, cars, people.)	0	0	8	35	4	17	11	48	5	7	24	34	15	21	27	38	0	0	5	24	4	19	12	57
D-5. Wash the blocks.	0	0	5	21	1	4	18	75	4	6	12	18	11	16	40	60	0	0	5	24	1	5	14	67
D-6. Wax the blocks.	0	0	2	9	1	4	20	87	0	0	4	7	4	7	50	86	0	0	1	5	0	0	18	95
D-7. Sand the blocks.	0	0	4	17	1	4	18	78	1	2	8	13	7	11	45	74	0	0	2	11	1	5	16	84
D-8. Care for the books (ex., alert teacher to repairs needed; help with repairs.)	5	20	9	36	6	24	5	20	11	14	33	43	11	14	21	28	4	20	7	35	4	20	5	25
D-9. Repair broken toys or blocks.	1	4	12	48	3	12	9	36	4	5	32	44	12	16	25	34	0	0	6	30	4	20	10	50
D-10. Repair outdoor equipment (ex., hammer loose nails into boxes.)	3	12	13	52	2	8	7	28	8	11	39	53	7	9	20	27	1	5	8	38	6	29	6	29
D-11. Oil tricycles and wagons.	0	0	11	44	2	8	12	48	2	3	26	37	11	15	32	45	1	5	8	38	2	10	10	48
D-12. Wash tricycles and other wheel toys.	1	4	11	48	3	13	8	35	4	6	39	54	9	13	20	28	1	5	9	43	3	14	8	38
D-13. Place balancing boards (planks) off the ground at the end of the day.	6	33	5	28	1	6	6	33	18	30	21	35	3	5	18	30	6	35	9	53	1	6	1	6

A: Always; O: Occasionally; U: Upon Child's Request; Ne: Never

TABLE XVIII

RESPONSES INDICATING OPPORTUNITY PROVIDED FOR CHILDREN'S INVOLVEMENT IN TASKS RELATED TO
ROUTINES AND THE CARE OF THE ROOM (AREA E): LABORATORY PROGRAMS GROUPED
ACCORDING TO THE AGE OF THE YOUNGEST CHILD IN THE GROUP

(N = 124)

Descriptions of Tasks	Age of Youngest Child																							
	Below 3:0 (N = 25)								3:0 to 3:11 (N = 78)								4:0 and Above (N = 21)							
	Opportunity Provided for Children's Involvement																							
	A		O		U		Ne		A		O		U		Ne		A		O		U		Ne	
	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%
E-1. Clean the lavatories and/or sinks.	4	16	8	32	8	32	5	20	6	8	26	34	26	34	18	24	2	10	5	24	9	43	5	24
E-2. Clean lockers or child's individual space (ex., dust or wash shelves in locker.)	0	0	7	32	5	23	10	45	5	7	13	17	15	20	42	56	0	0	6	30	4	20	10	50
E-3. Push chairs up to the table after use.	10	42	9	38	1	4	4	17	26	34	33	43	8	10	10	13	5	25	12	60	2	10	1	5
E-4. Place chairs on top of tables at the end of the day.	0	0	2	17	2	17	8	67	5	11	4	9	4	9	34	72	1	8	0	0	0	0	11	92
E-5. Move furniture to make room for special activities (ex., extra room for block building, story-music groups, dancing.)	6	24	15	60	3	12	1	4	26	34	40	53	8	11	2	3	7	37	11	58	1	5	0	0
E-6. Carry simple verbal messages to an adult in another room or area (ex., to another teacher or to the cook.)	1	4	18	78	3	13	1	4	20	27	49	66	0	0	5	7	5	24	15	71	0	0	1	5
E-7. Put up bulletin boards using children's art work or pictures.	6	25	9	38	6	25	3	13	19	25	39	51	10	13	8	11	6	32	11	58	1	5	1	5
E-8. Water indoor plants.	11	48	9	39	1	4	2	9	15	21	44	61	11	15	2	3	4	22	13	72	1	6	0	0
E-9. Care for a pet's housing (ex., clean the hamster's cage; wash the gravel in the aquarium.)	5	23	9	41	2	9	6	27	14	23	34	55	7	11	7	11	6	38	8	50	2	13	0	0
E-10. Feed and water pets.	11	48	10	43	1	4	1	4	25	33	33	52	4	6	2	3	9	56	6	38	1	6	0	0
E-11. Clean toy and block shelves (ex., dust or wash.)	2	9	8	35	5	22	8	35	7	10	17	23	19	26	30	41	0	0	6	29	6	29	9	43

A: Always; O: Occasionally; U: Upon Child's Request; Ne: Never

TABLE XIX

RESPONSES INDICATING OPPORTUNITY PROVIDED FOR CHILDREN'S INVOLVEMENT IN TASKS RELATED TO THE YARD'S APPEARANCE AND SAFETY (AREA F): LABORATORY PROGRAMS GROUPED ACCORDING TO THE AGE OF THE YOUNGEST CHILD IN THE GROUP

(N = 124)

Descriptions of Tasks	Age of Youngest Child																							
	Below 3:0 (N = 25)								3:0 to 3:11 (N = 78)								4:0 and Above (N = 21)							
	Opportunity Provided for Children's Involvement																							
	A		O		U		Ne		A		O		U		Ne		A		O		U		Ne	
	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%
F-1. Care for the yard (ex., pull weeds from the garden; water the grass or the garden.)	1	4	13	57	2	9	7	30	12	18	33	51	7	11	13	20	1	6	10	56	3	17	4	22
F-2. Keep yard free of paper and sharp objects by placing them in an appropriate receptacle.	10	40	10	40	2	8	3	12	28	42	29	44	5	8	4	6	10	50	9	45	0	0	1	5
F-3. Sweep sidewalk or wheel-toy area.	3	12	13	52	2	8	7	28	9	13	35	50	12	17	14	20	2	10	12	57	2	10	5	24
F-4. Clear sidewalks of snow or ice (ex., shovel snow; sprinkle salt or sand on walks.)	0	0	5	36	3	21	6	43	4	9	18	40	7	16	16	36	1	6	6	38	2	13	7	44
F-5. Dry yard equipment after rain (ex., swing seats, slides, boards.)	2	9	11	50	3	14	6	27	8	12	31	45	12	17	18	26	2	13	8	50	1	6	5	31
F-6. Fill holes in the yard with dirt.	2	9	10	45	3	14	7	32	11	17	30	48	8	13	14	22	2	13	8	50	2	13	4	25

A: Always; O: Occasionally; U: Upon Child's Request; Ne: Never

APPENDIX E

TABLE XX

RESPONSES INDICATING OPPORTUNITY PROVIDED FOR CHILDREN'S INVOLVEMENT IN TASKS RELATED TO THE PREPARATION AND CLEANUP OF MESSY MATERIALS FOR CREATIVE PLAY (AREA A): LABORATORY PROGRAMS GROUPED ACCORDING TO THE LARGEST RATIO OF ADULTS TO CHILDREN AT ANY ONE TIME

(N = 90)

Descriptions of Tasks	Ratio of Adults to Children																							
	1-2 to 1-7 (N = 57)								1-8 to 1-11 (N = 23)								1-12 and Above (N = 10)							
	Opportunity Provided for Children's Involvement																							
	A F	O %	U F	Ne %	A F	O %	U F	Ne %	A F	O %	U F	Ne %	A F	O %	U F	Ne %								
A-1. Fill containers for water play activities.	24	43	24	43	5	9	3	5	9	43	6	29	5	24	1	5	3	30	5	50	2	20	0	0
A-2. Sponge the table after water play.	30	54	22	39	3	5	1	2	12	57	8	38	1	5	0	0	7	70	2	20	1	10	0	0
A-3. Mop water from the floor after water play.	22	40	27	49	6	11	0	0	13	57	7	30	3	13	0	0	5	50	3	30	1	10	1	10
A-4. Put away water toys (ex., boats, funnels, etc.) after use.	27	48	23	41	4	7	2	4	13	57	9	39	1	4	0	0	6	67	1	11	1	11	1	11
A-5. Place wet towels or rag rugs (perhaps those used under the water play table) in suitable place for drying.	8	18	24	53	7	16	6	13	8	38	8	38	2	10	3	14	5	63	2	25	1	13	0	0
A-6. Mix tempera paints.	5	9	26	49	11	21	11	21	4	18	5	23	7	32	6	27	0	0	5	50	0	0	5	50
A-7. Mix play dough (flour, salt, oil, and water mixture.)	21	37	32	56	0	0	4	7	5	22	15	65	2	9	1	4	2	20	4	40	2	20	2	20

A: Always; O: Occasionally; U: Upon Child's Request; Ne: Never

Explanation for Tables XX-XXV, Appendix E: Only those respondents whose youngest child in the group was not younger than three years of age were included in this analysis. The number (N) for each ratio group is the total number of teachers who indicated that their largest ratio of adults to children was within the given ratio range for that group. Because each task did not apply in every program and because several teachers did not indicate a response for some tasks, the frequencies for each task may not total the given N for the group. Percentages are based on the total frequencies within each group for each task and have been rounded to the nearest whole number; in some cases totals may not equal 100%.

TABLE XX (Continued)

Descriptions of Tasks	Ratio of Adults to Children																							
	1-2 to 1-7 (N = 57)								1-8 to 1-11 (N = 23)								1-12 and Above (N = 10)							
	Opportunity Provided for Children's Involvement																							
	A F	O %	U F	Ne %	A F	O %	U F	Ne %	A F	O %	U F	Ne %	A F	O %	U F	Ne %								
A-8. Prepare soap paint using egg beaters.	8	15	31	60	6	12	7	13	4	17	15	65	3	13	1	4	1	13	6	75	0	0	1	13
A-9. Mix natural clay from powdered clay and water.	2	6	13	39	4	12	14	42	0	0	5	33	1	7	9	60	0	0	1	17	1	17	4	67
A-10. Put clay scraps into a ball for storage after use.	31	57	18	33	3	6	2	4	13	59	6	27	0	0	3	14	7	70	3	30	0	0	0	0
A-11. Sweep sand from the floor after using the indoor sand box.	10	45	9	41	2	9	1	5	4	50	2	25	0	0	2	25	1	25	1	25	0	0	2	50
A-12. Sweep scraps from the floor after art work (ex., clay, paper scraps.)	11	20	27	48	12	21	6	11	8	35	3	13	6	26	6	26	5	50	3	30	1	10	1	10
A-13. Sponge spills on table and floor during art activities.	21	37	30	53	6	11	0	0	13	57	6	26	3	13	1	4	5	50	5	50	0	0	0	0
A-14. Wash fingerpaint table or trays (ex., at the close of self-selected activity period.)	22	39	22	39	8	14	5	9	10	43	7	30	5	22	1	4	6	60	2	20	1	10	1	10
A-15. Wash paint or paste brushes and containers.	9	16	20	36	16	29	10	18	5	22	5	22	8	35	5	22	3	30	1	10	4	40	2	20

TABLE XXI

RESPONSES INDICATING OPPORTUNITY PROVIDED FOR CHILDREN'S INVOLVEMENT IN TASKS RELATED TO
THE PREPARATION AND SERVICE OF FOOD (AREA B): LABORATORY PROGRAMS GROUPED
ACCORDING TO THE LARGEST RATIO OF ADULTS TO CHILDREN AT ANY ONE TIME

(N = 90)

Descriptions of Tasks		Ratio of Adults to Children																							
		1-2 to 1-7 (N = 57)								1-8 to 1-11 (N = 23)								1-12 and Above (N = 10)							
		Opportunity Provided for Children's Involvement																							
		A F	O %	U F	Ne %	A F	O %	U F	Ne %	A F	O %	U F	Ne %	A F	O %	U F	Ne %								
B-1.	Sponge the tables in preparation for juice or snack.	14	28	28	56	5	10	3	6	6	30	6	30	5	25	3	15	1	11	3	33	3	33	2	22
B-2.	Get sponge from shelf to clean spills during juice or lunch.	27	52	18	35	4	8	3	6	17	81	2	10	2	10	0	0	6	67	3	33	0	0	0	0
B-3.	Set tables for lunch (ex., distribute napkins, plates, and silverware.)	6	33	7	39	4	22	1	6	3	50	1	17	1	17	1	17	0	0	0	0	0	0	1	100
B-4.	Set tables for juice or snack (ex., distribute napkins, glasses, and crackers.)	26	47	20	39	6	12	1	2	10	50	7	35	2	10	1	5	2	22	6	67	1	11	0	0
B-5.	Place eating utensils in appropriate receptacles after lunch or juice.	46	94	3	6	0	0	0	0	17	81	3	14	1	5	0	0	8	80	1	10	1	10	0	0
B-6.	Prepare a dish for lunch (ex., jello, cookies, bread and butter sandwiches.)	4	14	23	79	0	0	2	7	1	11	4	44	0	0	4	44	1	20	3	60	0	0	1	20
B-7.	Prepare juice (ex., mix orange drink.)	5	11	16	36	2	5	21	48	1	6	10	59	1	6	5	29	2	25	1	13	0	0	5	63
B-8.	Prepare snack (ex., spread crackers with butter; cut cheese or fruits.)	4	9	33	75	0	0	7	16	2	10	16	76	0	0	3	14	1	11	5	56	1	11	2	22
B-9.	Serve food and beverage at the table (ex., serve own or others' plates; pour juice or milk.)	28	60	15	34	1	2	2	4	7	33	11	52	1	5	2	10	4	44	4	44	0	0	1	11
B-10.	Wash the dishes after a cooking or mixing experience.	4	8	19	38	8	16	19	38	2	10	7	33	4	19	8	38	2	22	1	11	2	22	4	44

A: Always; O: Occasionally; U: Upon Child's Request; Ne: Never

TABLE XXII

RESPONSES INDICATING OPPORTUNITY PROVIDED FOR CHILDREN'S INVOLVEMENT IN TASKS RELATED TO
THE SELECTION AND RETURN OF MATERIALS AND EQUIPMENT (AREA C): LABORATORY PROGRAMS
GROUPED ACCORDING TO THE LARGEST RATIO OF ADULTS TO CHILDREN AT ANY ONE TIME

(N = 90)

Descriptions of Tasks	Ratio of Adults to Children																															
	1-2 to 1-7 (N = 57)								1-8 to 1-11 (N = 23)								1-12 and Above (N = 10)															
	Opportunity Provided for Children's Involvement																															
	A				O				U				Ne				A				O				U				Ne			
	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%						
C-1.	Put away dress-up clothes after use.	42	74	12	21	2	4	1	2	20	87	3	13	0	0	0	0	9	90	1	10	0	0	0	0							
C-2.	Take cot or mat from storage area to usual or designated resting place and return it after rest.	22	81	5	19	0	0	0	0	7	64	4	36	0	0	0	0	5	83	1	17	0	0	0	0							
C-3.	Move portable equipment from indoor storage to play yard and return at the close of outdoor play (ex., saw horses, boards.)	19	39	21	43	6	12	3	6	11	55	6	30	1	5	2	10	7	78	2	22	0	0	0	0							
C-4.	Select table toys (ex., puzzles, manipulative toys) from a low shelf and return them after use.	43	81	9	17	1	2	0	0	21	91	2	9	0	0	0	0	9	90	1	10	0	0	0	0							
C-5.	Return books to appropriate rack or shelf.	43	80	11	20	0	0	0	0	21	91	2	9	0	0	0	0	8	80	2	20	0	0	0	0							
C-6.	Select art materials (ex., paper, scissors, paste) from a low shelf and return them after use.	32	60	13	25	4	8	4	8	19	83	3	13	1	4	0	0	5	50	4	40	1	10	0	0							
C-7.	Select unit blocks and accessories and replace them on appropriate shelves after use.	47	87	5	9	2	4	0	0	21	91	2	9	0	0	0	0	10	100	0	0	0	0	0	0							
C-8.	Get tricycles and wheel toys from storage area and return them after use and at the close of outdoor play.	38	72	14	26	0	0	1	2	17	74	6	26	0	0	0	0	9	90	1	10	0	0	0	0							
C-9.	Get sand toys from storage area and return them after use and at the close of outdoor play.	34	64	15	28	2	4	2	4	13	62	8	38	0	0	0	0	6	60	4	40	0	0	0	0							
C-10.	Get and put away woodworking materials (ex., tools, wood, nails.)	18	35	26	50	6	12	2	4	9	41	7	32	2	9	4	18	7	70	3	30	0	0	0	0							

A: Always; O: Occasionally; U: Upon Child's Request; Ne: Never

TABLE XXIII

RESPONSES INDICATING OPPORTUNITY PROVIDED FOR CHILDREN'S INVOLVEMENT IN TASKS RELATED
TO THE CARE AND REPAIR OF EQUIPMENT (AREA D): LABORATORY PROGRAMS GROUPED
ACCORDING TO THE LARGEST RATIO OF ADULTS TO CHILDREN AT ANY ONE TIME

(N = 90)

Descriptions of Tasks	Ratio of Adults to Children																							
	1-2 to 1-7 (N = 57)								1-8 to 1-11 (N = 23)								1-12 and Above (N = 10)							
	Opportunity Provided for Children's Involvement																							
	A		O		U		Ne		A		O		U		Ne		A		O		U		Ne	
F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	
D-1. Wash dolls and doll clothes.	17	30	23	40	12	21	5	9	6	26	11	48	4	17	2	9	2	20	5	50	1	10	2	20
D-2. Clean house in the housekeeping area (ex. wash dishes or furniture.)	21	37	26	46	7	12	3	5	5	23	14	64	3	14	0	0	5	50	2	20	1	10	2	20
D-3. Pick up pieces of a spilled table toy and look for lost pieces.	40	74	14	26	0	0	0	0	20	87	3	13	0	0	0	0	10	100	0	0	0	0	0	0
D-4. Wash accessories to unit and hollow blocks (ex., animals, cars, people.)	2	4	14	27	16	31	20	38	2	10	6	29	2	10	11	52	0	0	3	30	1	10	6	60
D-5. Wash the blocks.	2	4	7	14	9	18	31	63	1	5	6	29	2	10	12	57	0	0	1	10	1	10	8	80
D-6. Wax the blocks.	0	0	1	2	2	5	38	93	0	0	3	14	2	10	16	76	0	0	0	0	0	0	8	100
D-7. Sand the blocks.	0	0	7	16	6	14	31	70	1	5	2	10	2	10	16	76	0	0	0	0	0	0	8	100
D-8. Care for the books (ex., alert teacher to repairs needed; help with repairs.)	6	11	23	41	11	20	16	29	6	26	10	43	1	4	6	26	2	20	4	40	1	10	3	30
D-9. Repair broken toys or blocks.	2	4	26	48	8	15	18	33	2	9	6	26	4	17	11	48	0	0	3	33	2	22	4	44
D-10. Repair outdoor equipment (ex., hammer loose nails into boxes.)	5	9	29	53	6	11	15	27	3	14	9	41	2	9	8	36	0	0	5	50	3	30	2	20
D-11. Oil tricycles and wagons.	1	2	16	31	8	15	27	52	0	0	8	36	4	18	10	45	0	0	6	60	0	0	4	40
D-12. Wash tricycles and other wheel toys.	3	6	28	53	8	15	14	26	1	5	12	55	3	14	6	27	0	0	3	30	0	0	7	70
D-13. Place balancing boards (planks) off the ground at the end of the day.	13	30	19	44	3	7	8	19	6	30	5	25	1	5	8	40	3	43	4	57	0	0	0	0

A: Always; O: Occasionally; U: Upon Child's Request; Ne: Never

TABLE XXIV

RESPONSES INDICATING OPPORTUNITY PROVIDED FOR CHILDREN'S INVOLVEMENT IN TASKS RELATED
TO ROUTINES AND THE CARE OF THE ROOM (AREA E): LABORATORY PROGRAMS GROUPED
ACCORDING TO THE LARGEST RATIO OF ADULTS TO CHILDREN AT ANY ONE TIME

(N = 90)

Descriptions of Tasks	Ratio of Adults to Children																							
	1-2 to 1-7 (N = 57)								1-8 to 1-11 (N = 23)								1-12 and Above (N = 10)							
	Opportunity Provided for Children's Involvement																							
	A		O		U		Ne		A		O		U		Ne		A		O		U		Ne	
	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%
E-1. Clean the lavatories and/or sinks.	3	5	21	37	21	37	12	21	3	14	4	19	9	43	5	24	1	10	1	10	5	50	3	30
E-2. Clean lockers or child's individual space (ex., dust or wash shelves in locker.)	2	4	11	19	11	19	33	58	2	10	5	24	4	19	10	48	0	0	2	20	3	30	5	50
E-3. Push chairs up to the table after use.	19	34	23	41	7	13	7	13	6	26	12	52	2	9	3	13	2	20	7	70	1	10	0	0
E-4. Place chairs on top of tables at the end of the day.	2	6	3	9	3	9	26	76	2	14	0	0	1	7	11	79	1	20	1	20	0	0	3	60
E-5. Move furniture to make room for special activities (ex., extra room for block building, story-music groups, dancing.)	20	36	28	51	6	11	1	2	6	27	12	52	3	14	1	5	4	44	5	56	0	0	0	0
E-6. Carry simple verbal messages to an adult in another room or area (ex., to another teacher or to the cook.)	13	23	38	72	0	0	2	4	7	30	13	57	0	0	3	13	2	20	7	70	0	0	1	10
E-7. Put up bulletin boards using children's art work or pictures.	19	35	27	49	6	11	3	5	6	26	11	48	2	9	4	17	0	0	5	56	3	33	1	11
E-8. Water indoor plants.	11	22	34	68	5	10	0	0	5	23	12	55	4	18	1	5	1	11	5	56	3	33	0	0
E-9. Care for a pet's housing (ex., clean the hamster's cage; wash the gravel in the aquarium.)	11	24	26	58	3	7	5	11	5	28	6	33	4	22	3	17	2	25	5	63	1	13	0	0
E-10. Feed and water pets.	18	39	25	54	1	2	2	4	10	56	6	33	2	11	0	0	2	25	4	50	2	25	0	0
E-11. Clean toy and block shelves (ex., dust or wash.)	2	4	12	22	16	30	24	44	3	14	6	27	5	23	8	36	0	0	2	20	2	20	6	60

A: Always; O: Occasionally; U: Upon Child's Request; Ne: Never

TABLE XXV

RESPONSES INDICATING OPPORTUNITY PROVIDED FOR CHILDREN'S INVOLVEMENT IN TASKS RELATED
TO THE YARD'S APPEARANCE AND SAFETY (AREA F): LABORATORY PROGRAMS GROUPED
ACCORDING TO THE LARGEST RATIO OF ADULTS TO CHILDREN AT ANY ONE TIME

(N = 90)

Descriptions of Tasks	Ratio of Adults to Children																							
	1-2 to 1-7 (N = 57)								1-8 to 1-11 (N = 23)								1-12 and Above (N = 10)							
	Opportunity Provided for Children's Involvement																							
	A		O		U		Ne		A		O		U		Ne		A		O		U		Ne	
	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%
F-1. Care for the yard (ex., pull weeds from the garden; water the grass or the garden.)	5	10	25	52	8	17	10	21	6	29	10	48	1	5	4	19	0	0	6	67	1	11	2	22
F-2. Keep yard free of paper and sharp objects by placing them in an appropriate recepticle.	18	35	25	49	5	10	3	6	15	71	5	24	0	0	1	5	2	22	6	67	0	0	1	11
F-3. Sweep sidewalk or wheel-toy area.	5	9	30	57	9	17	9	17	2	10	8	38	4	19	7	33	1	10	6	60	0	0	3	30
F-4. Clear sidewalks of snow or ice (ex., shovel snow; sprinkle salt or sand on walks.)	2	6	14	40	7	20	12	34	2	13	3	20	2	13	8	53	0	0	5	71	0	0	2	29
F-5. Dry yard equipment after rain (ex., swing seats, slides, boards.)	6	12	21	42	9	18	14	28	1	5	8	42	3	16	7	37	0	0	5	71	1	14	1	14
F-6. Fill holes in the yard with dirt.	8	18	19	43	7	16	10	23	2	10	11	55	2	10	5	25	1	17	3	50	1	17	1	17

A: Always; O: Occasionally; U: Upon Child's Request; Ne: Never

VITA

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